

DOCUMENT RESUME

ED 357 657

FL 800 456

AUTHOR LaMar, Maureen; Schnee, Emily
TITLE The Global Factory. Union Worker-Family Education Program.
INSTITUTION International Ladies' Garment Workers Union, New York, NY.
PUB DATE [93]
NOTE 74p.; Handwritten pages may not reproduce legibly.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Curriculum; *English (Second Language); *Learning Activities; *Lesson Plans; *Literacy Education; Oral Language; Student Evaluation; *Workshops
IDENTIFIERS International Ladies Garment Workers Union; *Workplace Literacy

ABSTRACT

In the summer of 1991, the Worker-Family Education Program held a workshop for two groups of teachers and students. The workshop was designed to explore an economic trend whereby transnational corporations send production and assembly operations to the Third World in search of cheap labor and to begin a collaborative English-as-a-Second-Language (ESL) curriculum development process between teachers, students, and union staff. This manual includes the activities and materials used in the workshop, some of the written and oral responses of the participants, as well as some ideas for future curricula broadly related to this subject. This curriculum is geared towards ESL levels 3 and 4 or General Education Development (GED) classes. However, all the plans and materials can be adapted for use in lower level ESL classes. Nine activities are included, as well as a list of resources, results of oral evaluations, written evaluation forms, and responses to written evaluation. (Adjunct ERIC Clearinghouse on Literacy Education) (VWL)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED357657

"THE GLOBAL FACTORY"

INTERNATIONAL LADIES' GARMENT WORKERS UNION WORKER-FAMILY EDUCATION PROGRAM.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Tracy
Gross

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

An ESL curriculum
developed by Maureen LaMar &
Emily Schnee.

ILGWU
1710 Broadway, NYC 10019

FL 800456
71

The Global Factory: A workshop for ESL students and teachers in the Worker-Family Education program of the International Ladies' Garment Workers Union developed by Maureen LaMar and Emily Schnee.

In the summer of 1991, the Worker-Family Education Program held a workshop for two groups of teachers and students. The workshop was designed to explore an economic trend whereby transnational corporations send production and assembly operations to the Third World in search of cheap labor (this phenomenon has direct implications for the garment industry in the United States and for immigration) and to begin a collaborative ESL curriculum development process between teachers, students and union staff.

The following includes the activities and materials used in the workshop, some of the written and oral responses of the participants, as well as some ideas for future curricula broadly related to this subject.

This curriculum is geared towards ESL levels 3 and 4 or GED classes. However, all the plans/materials can be adapted for use in lower level ESL classes.

We hope that this curriculum will be used widely throughout the program in the 1991/1992 school year, and that students and teachers will continue to collaborate on its further development.

The following students and teachers participated in the summer workshops and are available to share their experience to anyone interested in implementing this curriculum.

Teachers/Program and Union Staff

James Ross
Cecilia Lucas
Louise Neaderland
Krystyna Zamorska
Deidre Freeman
Chuck Lee
Joy Keithline
Maureen LaMar
Emily Schnee
Tracy Gross
Jeff Hermanson

Students

Luis Gonzales (218 W. 40)
Jesus Mendez (275 7 Ave.)
Patricia Intriago (218)
Orfa Echeverry (218)
Carlos Toruno (275)
Carlos Jara (275)
Francisco Giraldo (275)
Jose Reyes (275)
Luis Sinche (218)
Fanny de la Cruz (275)
Arturo Castillo (275)
Renee Saldana (275)

THE GLOBAL FACTORY
INDEX

ACTIVITY 1	INTRODUCTION OF PARTICIPANTS.
PAGES 1 - 3	ILLUSTRATION OF THE GLOBAL SCOPE
.	MANUFACTURING IN THE GARMENT INDUSTRY
ACTIVITY 2	COMPARISON OF WORKING CONDITIONS
PAGES 4 - 5	IN DIFFERENT COUNTRIES
ACTIVITY 3	FACTS OF THE GLOBAL FACTORY SYSTEM:
PAGES 10 - 12	A READING
ACTIVITY 4	GEOGRAPHY OF THE GLOBAL FACTORY
PAGES 13 - 18	THROUGH SONG
ACTIVITY 5	THE CHANGING STRUCTURE OF THE GARMENT
PAGES 19 - 20	INDUSTRY AND ITS EFFECT ON UNION
.	ORGANIZING. PRESENTATION BY
.	ILGWU DIRECTOR OF ORGANIZING
ACTIVITY 6	VIEWING OF THE VIDEO, "GLOBAL ASSEMBLY
PAGES 21 - 27	LINE". A POINT OF VIEW DISCUSSION
ACTIVITY 7	FORMING OPINIONS & EVALUATING
PAGES 28 - 32	OPINIONS OF OTHERS
ACTIVITY 8	PARTICIPANTS EVALUATE ACTIVITIES
PAGES 30 - 32	OF THE WORKSHOP
ACTIVITY 9	STUDENTS AND TEACHERS COLLABORATE TO
PAGES 33 - 44	DEVELOP ESL CURRICULUM ON THEMES
.	RELATED TO THE GLOBAL FACTORY
PAGE 45	LIST OF RESOURCES
PAGES 46 - 47	RESULTS OF ORAL EVALUATIONS
PAGES 48 - 59	WRITTEN EVALUATION FORMS
PAGES 60 - 63	RESPONSES TO WRITTEN EVALUATION

Activity 1:

Objectives: Workshop participants will introduce themselves to one another. The information elicited will serve to illustrate the pervasiveness of the global factory.

Procedure:

1. Participants will write their responses to the following questions on an index card, tape the card to their chest and circulate throughout the room for several minutes conversing with other participants about the information on the cards.

Questions:

1. What is your name?
2. Where do you work?
3. What do you do?
4. Where was your shirt made?
5. Who made your shirt?

2. After several minutes, coordinator will have everyone return to their seat. She will ask each participant to read out his/her answers to questions #4 and #5. She will make a list on the board of countries/companies. [See next pages for workshop responses.]

3. Coordinator will introduce theme of the workshop--the global factory--focusing on where the shirts were made and who made them (U.S. companies).

Resources:

Index cards, tape

Evaluation:

The written outcome of participants responses to questions 4 and 5 will serve as a guide for evaluating the success and effectiveness of the activity.

Lesson I: Shirt Label
(responses - first workshop)

WHERE WAS YOUR SHIRT MADE? - WHAT COMPANY MADE YOUR SHIRT?

Korea - McGregor

Taiwan - Touagle

Hong Kong - Savile Row (A & S)

Malaysia - Gap

Costa Rica - GO # 1

India - Whistle

Taiwan - OBR

Malaysia - Gitano

India - Bonjour

Brazil - Brazilian Co.

Lesson I: Shirt Label
(responses - second workshop)

WHERE WAS YOUR SHIRT MADE? - WHAT COMPANY MADE YOUR SHIRT?

Korea - Townsley

Korea - Galaxy

USA - Hennessey

Brazil - Brazilian company

Hong Kong - Kikit

USA - Marc Jeffrey's

USA - Mark Daniels

Brazil - Brazilian company

Taiwan - Esprit

Pakistan - Fantanic

USA - New York

USA - Esprit

USA - Cotton Color

Activity 2:

Objective: Participants will contrast and compare working conditions for garment workers in different countries.

Procedure:

1. Participants will work in groups of 3-4. Each group will be given a photograph of a garment worker from a different country (USA, Mexico and Indonesia) and a list of 6 questions.

Questions:

1. In what country is she working?
2. How many hours a week does she work?
3. What is her hourly wage?
4. Does she belong to a union?
5. Who does she work for?
6. What are her working and living conditions like?

2. Each group will use their background knowledge of the garment industry to discuss and formulate responses to the questions. One person in each group will be designated to record the groups' responses.

3. When the small groups are finished, each group will designate one person to present and defend their findings orally to the whole group.

4. After each small group has presented their responses, the coordinator will present the correct answers for that photograph to the whole group.

5. Participants will compare/contrast each small groups' answers to the correct information for their photograph, as well as the responses for the different countries.

Resources:

Photographs of garment workers from different countries and statistics for those same countries. (See attached.)

Evaluation:

The written outcome of small group responses to the questions, the discussions about how and why the small groups formulated their responses, and individual participation in the whole group discussion comparing and contrasting the real and perceived answers to the questions will all serve as guides to evaluating the participants learning.

ANSWERS TO WHO IS THIS WORKER?

PHOTO # 1

1. Mexico - Tiajuana, maguiladora
2. 48 hours a week
3. \$.34
4. no union
5. Kimberly-Clark factory (U.S. garments)
6. No ventilation, no exhaust fans, lots of dust causing headaches, sore throats, and eye infections. Lives in cardboard shack with a corrugated tin roof. No running water or sewage.

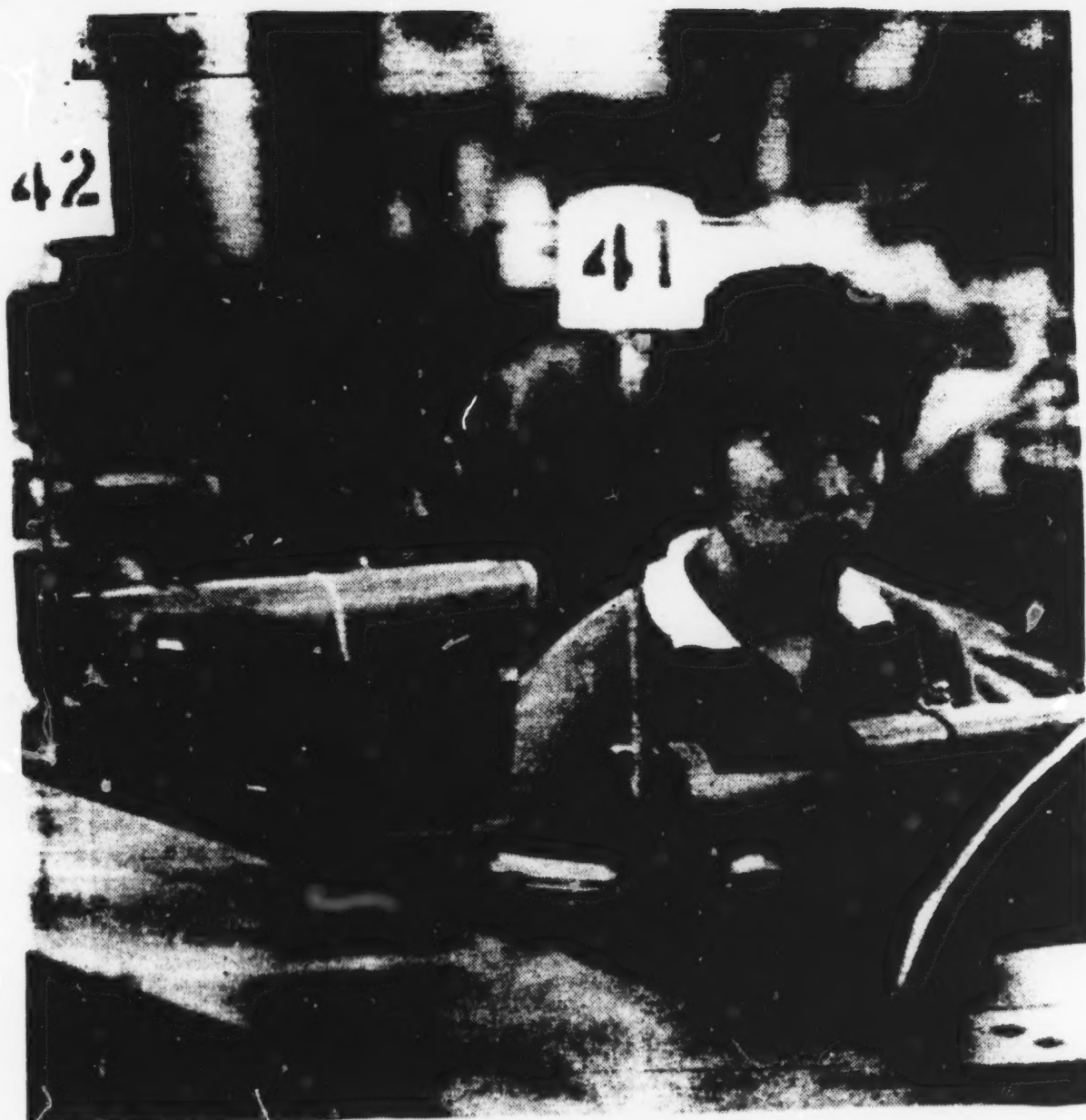
PHOTO # 3

1. U.S.A.
2. 11 1/2 hours a day
3. \$3.50 an hour
4. no union
5. Singer factory
6. Machines that burn, sewing machines that can cause injuries, a lot of caustic chemicals and potential dangers such as open elevator shafts. Lives with a family of 5 in a one-bedroom apartment in Brooklyn.

PHOTO # 5

1. Indonesia
2. 85 hours a week; seven days
3. \$.82 a day/less than \$25. per month
4. no union
5. The labels on cartons of shirts in this garment factory say: Baltimore, Seattle, Dublin, Nottingham, Bremen
6. Crowded spaces, shoulder-high piles of garments everywhere, very hot. 1,800 women live in a series of box-like rooms, 12 to a room in bunk beds. Each room contains only eight bunks. The rest either share a bed or sleep on the floor.

#1



BEST COPY AVAILABLE

3



BEST COPY AVAILABLE

5



BEST COPY AVAILABLE

Lesson II: Photographs
(responses - second workshop)

Photographs -- Working Conditions

Photo 1:

USA
50 hours per week
\$5.50 per hour
maybe union
American owner
decent conditions

Photo 3:

Malaysia
72 hours a week
.70 cents an hour
no union
Foreign manager
Bad conditions

Photo 5:

USA (or Third World)
more than 8 hours a day/60 hours per week
\$4.00 per hour
no union
Asian male owner
poor conditions

Activity 3:

Objective: Participants will read, understand and communicate basic information about the global factory system.

Procedure:

1. Participants will divide into pairs. Each member of a pair will read one part of a brief description of the global factory system. (See attached.)
2. Partners will take turns telling one another what they read and discussing it.
3. As a whole group, participants will discuss what they have read. Discussion might focus on what strikes people the most about this information/what surprises them/what information is new/what have union members seen at their jobs that corroborates this trend, etc.

Resources:

Reading about the global factory system adapted from Women in the Global Factory by Barbara Ehrenreich and Annette Fuentes.

Evaluation:

Participants ability to verbally communicate information to their partner will be one measurement of learning, as well as participation in whole group discussion.

THE GLOBAL FACTORY - part 1

Imports are everywhere. A majority of the clothing sold in the United States has a label that says it was made in another country. Many electronic things, such as televisions or personal computers were also made in other countries. In many cases, these products are made by U.S. companies - U.S. companies that have moved their production operations to other countries.

These imports are one example of something that has changed the world economy: the growth of many large corporations into giants that operate around the world. These transnational corporations are usually based in the United States, Western Europe, or Japan. Today, they dominate the world economy. They make more money than many countries. Banks, the agricultural business, manufacturing companies and service industries are more and more in the hands of these global corporations.

THE GLOBAL FACTORY - part 2

Transnational corporations are not new. What is new is the global factory. A single manufacturing process is broken down into many steps that are divided among workers in different nations. Management and ownership stay in the hands of the company in the United States (or another advanced industrial country). Meanwhile, the making of parts or final assembly happens in Third World countries like Korea, the Philippines, or Mexico - or in a low-wage area of the U.S.

Third World women are the new "factory girls" for big corporations. Low wages are the most important reason companies move to the Third World. A woman factory worker in the U.S. usually earns between \$3.10 and \$5.00 an hour. Employers think, "Why should I pay someone in Massachusetts each hour what someone in the Philippines will earn in a day?" and "Why pay a man to do what a female worker can do for 40 - 60 percent less?" (in any country).

Activity 4:

Objective: Participants will be introduced to the geography of the global factory through song.

Procedure:

1. Participants will listen to the song "Are My Hands Clean?" by Sweet Honey in the Rock once without seeing the lyrics.
2. Participants will listen to the song "Are My Hands Clean?" again and try to fill in the blanks on a cloze version of the song.
3. As a whole group, participants will go over the cloze exercise and then be given the complete lyrics of the song as well as a map charting the voyage of the blouse in the song. (See attached.)
4. As a whole group, participants can discuss what the writers mean by the title of the song "Are My Hands Clean?"

Resources:

Lyrics of song, cloze exercise, chart of the voyage of the blouse.

Evaluation:

Participants ability to complete the cloze exercise will demonstrate their listening comprehension of the song. Group discussion will help to evaluate students awareness of some of the moral and political implications of this economic trend.

ARE MY HANDS CLEAN? (3:03)

I wear garments touched by _____ from all over the world

35% cotton, 65% polyester, the journey _____ in Central America

In the cotton fields of El Salvador

In a province soaked in _____, pesticide-sprayed workers toil in a broiling

Pulling cotton for two _____ a day

Then we move on up to another rung—Cargill

A top forty trading conglomerate, _____ the cotton thru the Panama Canal

Up the Eastern seaboard, _____ to the U.S. of A. for the first time

In South Carolina

At the Burlington mills

Joins a shipment of polyester filament courtesy of the New Jersey petro-chemical mills of Dupont

Dupont strands of filament _____ in the South American _____ of Venezuela

Where oil riggers _____ up _____ from the earth for six dollars a

Then Exxon, largest oil _____ in the world

Upgrades the _____ in the country of Trinidad and Tobago

Then _____ into the Caribbean and Atlantic Seas

To the _____ of Dupont

On the _____ to the Burlington mills

In South Carolina

To _____ the cotton from the blood-soaked fields of El Salvador

In South Carolina

Burlington factories hum with the _____ of weaving oil and cotton into miles of _____ for Sears

Who _____ this bounty back into the Caribbean Sea

Headed for Haiti this _____

May she be one _____ soon free

Far from the Port-au-Prince palace

Third world _____ toil doing piece work to Sears specifications

For three dollars a day my _____ make my blouse

It leaves the third world for the last _____

Coming back into the _____ to be sealed in plastic for me

This third _____ sister

And I go to the Sears department _____ where I buy my blouse

On _____ for 20% discount

Are my _____ clean?

Composed for Winterfest, Institute for Policy Studies

The lyrics are based on an article by Institute fellow

John Cavanagh, "The Journey of the Blouse: A Global Assembly."

Lyrics and music by Bernice Johnson Reagon

Songtalk Publishing Co. ©1985

ARE MY HANDS CLEAN? (3:03)

I wear garments touched by hands from all over the world

35% cotton, 65% polyester, the journey begins in Central America

In the cotton fields of El Salvador

In a province soaked in blood, pesticide-sprayed workers toil in a broiling sun

Pulling cotton for two dollars a day

Then we move on up to another rung—Cargill

A top forty trading conglomerate, takes the cotton thru the Panama Canal

Up the Eastern seaboard, coming to the U.S. of A. for the first time

In South Carolina

At the Burlington mills

Joins a shipment of polyester filament courtesy of the New Jersey petro-chemical mills of Dupont

Dupont strands of filament begin in the South American country of Venezuela

Where oil riggers bring up oil from the earth for six dollars a day

Then Exxon, largest oil company in the world

Upgrades the product in the country of Trinidad and Tobago

Then back into the Caribbean and Atlantic Seas

To the factories of Dupont

On the way to the Burlington mills

In South Carolina

**To meet the cotton from the blood-soaked fields of El
Salvador**

In South Carolina

**Burlington factories hum with the business of weaving
oil and cotton into miles of fabric for Sears**

Who takes this bounty back into the Caribbean Sea

Headed for Haiti this time

May she be one day soon free

Far from the Port-au-Prince palace

**Third world women toil doing piece work to Sears
specifications**

For three dollars a day my sisters make my blouse

It leaves the third world for the last time

Coming back into the sea to be sealed in plastic for me

This third world sister

**And I go to the Sears department store where I buy my
blouse**

On sale for 20% discount

Are my hands clean?

Composed for Winterfest, Institute for Policy Studies

The lyrics are based on an article by Institute fellow

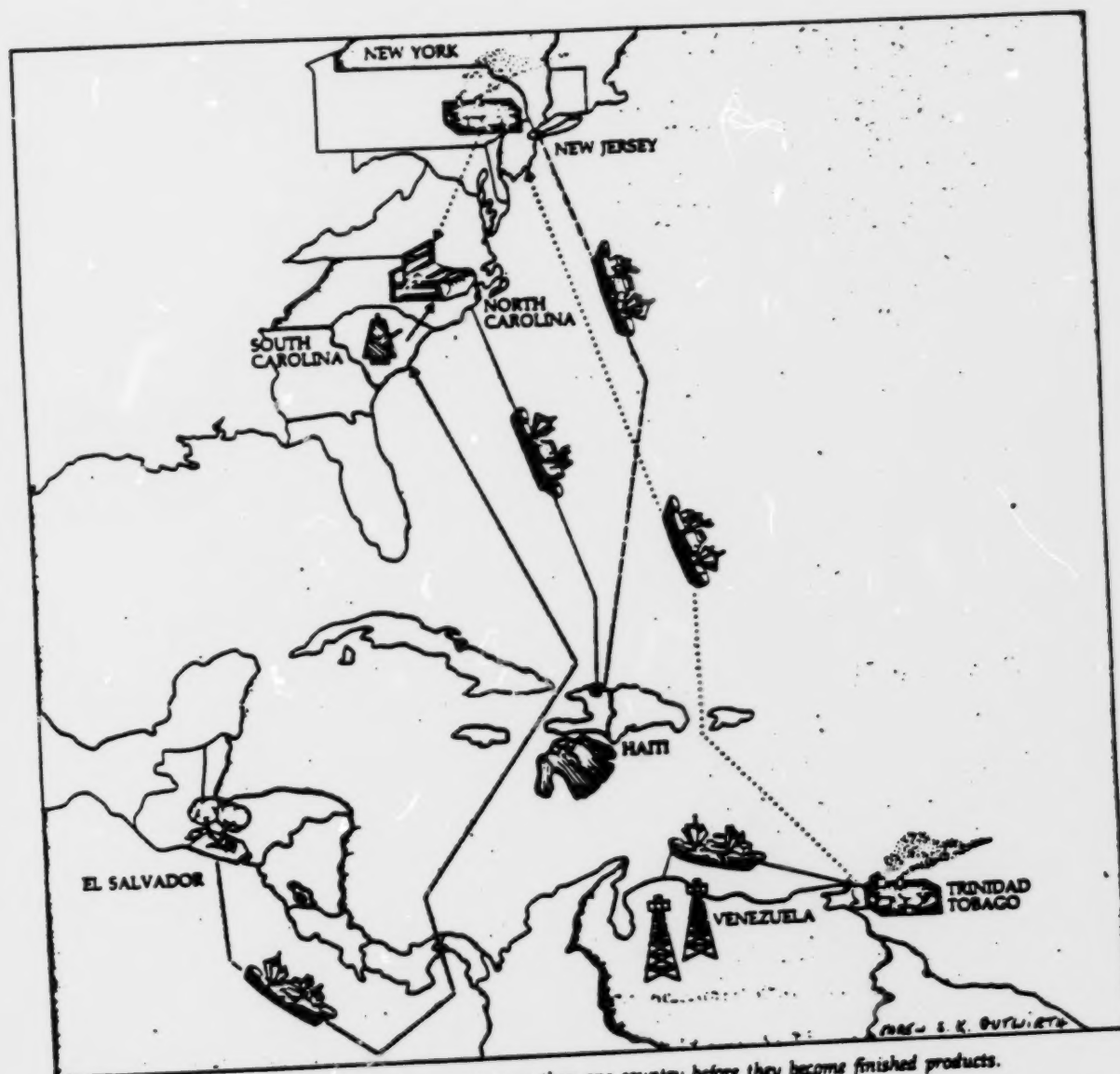
*John Cavanagh, "The Journey of the Blouse: A Global
Assembly."*

Lyrics and music by Bernice Johnson Reagon.

Songtalk Publishing Co. ©1985

THE JOURNEY OF THE BLOUSE: A GLOBAL ASSEMBLY LINE

by JOHN CAVANAGH



About half of all goods produced today journey to more than one country before they become finished products.

Activity 5:

Objectives: Participants will identify the structure of the garment industry and how it has changed since 1900 to the present.

Procedure:

1. ILGWU organizer explains the major historical changes in the structure of the garment industry from 1900 to the present. (ILGWU organizer has extensive knowledge of the industry and the shops which are a part of the union. He illustrates his lecture with examples from the participants' workplaces.)

2. After the talk, in groups of 3 - 5, participants will think up questions they have about the "global economy". One person from each group writes the questions on butcher paper. A spokesperson from each group presents the questions to the class.

Resources:

ILGWU organizer, Jeff Hermansen, butcher paper and magic markers.

Evaluation:

Participants ability to formulate questions based on the information conveyed through the talk will be one measure of evaluating their learning. Another will be participants' voluntary participation in discussion related to the information communicated by the union representative.

Lesson 3: Union Representative
(second workshop - in the second session, participants brainstormed questions they had about the global factory after Jeff Hermanson, Director of Organizing for the ILGWU, gave a presentation.)

Group 1:

1. How are free trade agreements negotiated? (business & government)
2. What are the advantages and disadvantages to the U.S. and other countries of the global factory?
3. How much U.S. unemployment is caused by this? How is it calculated?
4. What is the affect on Mexico of the global factory?
5. What is the affect on immigrants in the U.S.?
6. What can we do to stop this and how can we educate people about this?
7. What does the fact that it is mostly women working in these factories mean?

Group 2:

1. Who can bring about change for workers' rights?
2. Do all the unions in the U.S. have the same political agenda?
3. Why do Third World governments agree to have free trade zones?
4. How could a U.S. citizen apply pressure on the government? This is also in the interest of American workers to bring a change to this global factory system.
5. Is it possible for the U.N. to get involved with international workers' rights?
6. Is there a way of creating international laws to make exploitation illegal?
7. How could education change the situation? If workers were educated could they continue working under these conditions?
8. What factors will the recent fall of communist governments contribute to the current existing situation?

Group 3:

1. Comparing exploitation in different countries.
2. What is the role of union in protecting job laws.
3. Compare union structure in the U.S. to union structure in L.A. (relationship between government and unions, for ex.)
4. What is the process with oil? Integrated w/other products? Why does Ecuador produce oil and we (Ecuadorians) have to buy it at a higher price?
5. Why are taxes so high here?
6. How do companies negotiate contracts (Jobbers - contractors)?
7. Why isn't it more expensive to ship than to do it all in one place?
8. Why are the salaries higher in Hong Kong than in Indonesia?
9. What real policies guide the world's financial institutions in their economic loans to 3rd World Countries?
10. Do these multinational companies have this power because they are monopolies?

Activity 6:

Objectives: Participants will compare and contrast the advantages and disadvantages of the Global Factory for U.S. workers, Mexican workers and U.S. corporations.

Procedure:

1. Participants will be divided into groups of 3 - 5 before viewing the video "The Global Assembly Line". Each group will be assigned an interest group--U.S. workers, Mexican workers or U.S. corporations. While viewing the video each group should take note of advantages and disadvantages of the global factory to their interest group.
2. After viewing the video, each group will be asked to discuss and list in writing on butcher paper the advantages-disadvantages of the global factory for its interest group.
3. One person from each group will present the findings of the small group and defend its list of advantages-disadvantages using examples from the video. Other participants will add to each small group's list. Generate discussion about these advantages/disadvantages.

Resources:

"The Global Assembly Line" video by Lorraine Gray, distributed by New Day Films, paper, magic markers and tape.

Evaluation:

The written outcomes of the small group discussions as to the advantages/disadvantages of the global factory to different interest groups will serve as one means of evaluating participant learning. Another measure will be individual participation in discussion.

Lesson VI: Video
(responses - first workshop)

U.S. Workers - Advantages/Disadvantages

Disadvantages

1. loss of manufacturing jobs
2. unemployment
3. lower wages in manufacturing because of the threat of losing jobs.
4. loss of workers' pride, less satisfaction when only producing a piece of a product, rather than whole.
5. social divisions stimulated by danger of losing jobs.
6. loss of pride, easier to be in welfare system, than fight for jobs.

Advantages

1. less pollution in the U.S.A.
2. less dangerous work
3. more specialized or high tech work, with better salaries.
4. U.S. workers are forced to organize to defend themselves.
5. lower prices for other products that we buy.

Lesson VI - cont'

Workers in Mexico/the Philippines - Advantages/Disadvantages

Advantages

1. makes/provides work
2. women get to meet other women (empowerment, sharing)
3. larger community
4. women more independent (see also disadvantages)
5. change in community and family (see also disadvantages)

Disadvantages

1. bad work conditions
2. dangerous (health, safety)
3. owner abuses them work pressure (quotas)
4. long hours
5. low pay compared to U.S.
6. no job security (workers get worn out)
7. what about the men? (men feel less useful)
8. change in community and family.

Lesson VI - cont'

Transnationals - Advantages/Disadvantages

Advantages

1. profits increase
 - a. about 90% (labor)
 - b. no problems with union
 - c. support from the government of 3rd World countries - ie: police and military
2. We don't have to pay benefits, social security, disability, taxes.
3. no restrictions by health and safety laws
4. many people looking for work in these countries.
5. can relocate if needed
6. produce jobs
7. help develop industry
8. we give charity (arts, etc.) and the people will support us
9. affordable products.

Disadvantages

1. relocation costs
2. social deterioration
3. initial capital needed
4. affects quality of life everywhere (pollution, etc.)
5. creates bad will among workers/consumers

Lesson IV: Video
(responses - second workshop)

U.S. Workers - Advantages/Disadvantages

Advantages

1. Company or government training programs for displaced workers.
2. Long term advantage is that it will promote international cooperation between unions and create strength in all unions.

Disadvantages

1. Unemployment in the US because production is moved out of the US.
2. Union becomes weaker.
3. Social costs of unemployment--drugs, crime, breakdown of the family.

Lesson IV (con't.)

Workers in Mexico/Phillippines - Advantages/Disadvantages

Advantages

1. More work for women
2. Mexicans escape arrest and deportation from US
3. Learn a skill
4. Solidarity between women
5. Learn about rights as workers
6. Strike for rights
7. Workers organize and elect own leaders

Disadvantages

1. No concern for workers
2. No benefits
3. Slaves of work
4. Low wages, bad working conditions, stressful job
5. Workers get old fast
6. Jobs are only for a few years and for a small group of workers
7. Strikers are fired
8. Psychological pressure
9. Democracy is only a image
10. Military repression
11. no work for men
12. No restrictions on free trade zones
13. Change in peoples' lifestyle
14. Emigration from rural to urban areas

Lesson IV (con't.)

Transnationals - Advantages/Disadvantages

Advantages

1. Economic stability in Latin America
2. Profit motive (profits increase)
3. Reduce costs
4. No taxes
5. No red tape
6. No benefits for workers
7. Political support for companies presence in host country
8. No unions, no labor laws
9. High productivity

Disadvantages

1. Language barrier
2. Possible boycotts of products in US
3. Bad press
4. Worker discontent
5. Shipping costs

Activity 7:

Objective: Participants will critique statements made about the global factory and justify their own opinions.

Procedure:

1. Participants will be handed a sheet with four quotations on it made by representatives of the main interest groups affected by the global factory--U.S. workers and unions, Mexican workers, U.S. corporations. (See attached.) At the front of the room there will be signs representing an agree/disagree spectrum. On the far left is totally agree, mid-left is mostly agree, center is neutral, mid-right is mostly disagree, far right is totally disagree.

2. Participants will be asked to read and reflect on one quotation at a time. They will have to place themselves along the spectrum at the point that best represents how they feel about that particular quotation.

3. When all participants have placed themselves on the agree-disagree spectrum, each participant will have to explain and justify his/her point of view. Participants can debate one another.

4. When everyone has justified their position, participants are given the option to change their place on the agree-disagree spectrum, if others have influenced their point of view. Once again, anyone who changes must justify the change.

Resources:

Quotes by U.S. workers and unions, Mexican workers and U.S. corporations adapted from Women in the Global Factory by Barbara Ehrenreich and Annette Fuentes and The Global Factory by Rachel Kamel.

Evaluation:

Individual participants ability to formulate a coherent, well-argued defense of his/her opinions will be the basis for evaluating student learning in this activity.

Quotes:

"U.S. factories have given Mexican women with few options the opportunity for honest employment. For many women, it means not having to cross the border to work in the U.S. as a maid, or in disreputable places." -- Mexican woman factory worker

"Industry is moving out of the U.S. because workers in the U.S. have demanded wages that are too high. They can't compete with workers in the Third World." -- U.S. corporate executive

"It's highway robbery. These U.S. corporations say they have to leave the country to remain competitive, it's a lie. The end result is that teenage girls are being exploited by Zenith and RCA and Sylvania." -- American worker

"It is not U.S. companies responsibility to impose U.S. standards for safety and health in Mexico. We want to see Mexico improve too, but it's not our responsibility to make that happen." -- Manager of a U.S. plant in Mexico

Activity 8:

Objective: Encourage participants to think critically about the activities they engaged in during the workshop and about their own learning process.

Procedure:

1. Workshop facilitator will ask participants to think about the activities in the workshop in relation to the questions "What did we do?" and "Why did we do it?".

2. As a whole group, participants are asked to recall "What did we do?" and "Why did we do it?" for activities 1, 2 and 7. Group goes through each activity one by one, breaking activities down step by step. Participants call out responses and facilitator records them on butcher paper.

3. Participants reflect on how they learned and why, as well as what they learned in the workshop. Participants discuss what activities they felt were most effective/liked best/liked least and why.

Resources:

Butcher paper and magic markers

Evaluation:

This exercise helps participants to remember and evaluate their experience in the workshop, as well as reflect on their own learning process. It also helps workshop organizers to evaluate the workshop.

Shirt Label (Why did we do it?):

1. Introduce idea of U.S. companies moving out.
2. To get to know the foreign market that exists in the U.S.
3. To see that there are more products made outside the U.S. than inside.
4. To see that U.S. consumers buy more products from outside.
5. conversation
6. motivate the group
7. got a chance to meet each other (see their different opinions)
8. Which companies send work out.
9. writing
10. reading
11. listen, speak
12. thinking.

Photos (Why did we do it?):

1. To know what people feel in the job.
2. What conditions of work out of the U.S.
3. How they were treated.
4. Compared union & non-union.
5. Compared wages.
6. Saw places where people work in other countries.
7. reading the picture, reading the list of wages (etc.), speaking, writing, listening, understanding.
8. We had to guess, had to produce the language, we were surprised = motivation.

Quotes (Why did we do it?):

1. To know our own position.
2. To test your opinion.
3. How many people agree with you or not.
4. See the complexity of the issue.
5. Evaluate each participant's ability to analyze the issues, each persons ability to understand, and ability to express; gave the coordinators a chance to see this.
6. We had the opportunity to change our positions.
7. To know the knowledge of people.
8. Speak and summarize, defend positions, speak in front of group (and in front of the room) read quotes, write - some people took notes listened.

What did we do?
Why did we do it?
What did we learn?

Shirt Labels

Why did we do it and what did we learn:

To get to know each other; to find out how many shirts were made in the U.S.; union or non-union; to show how production has left the U.S.; intro to global economy, conversation in English; learned that shirts weren't made in the U.S. and companies are U.S..

Photos

To know about abuses of employers; Third World doing this work at a low, low wage; conversation in English; collaboration in group; English; wages were lower than thought; hours very long; all women (young); work like slaves

Reading

In pairs read 2 parts of story; told each other what we read; "global factory" explained; some employers make more money than countries; intro to global economy; did it in pairs (faster); reading in English; speaking in English; women workers are preferred; other industries are part of "global economy".

Song

Graphically where the blouse goes in the world; interconnection; complicated the route is; reading, listening, pronunciation; how they can still make money; "Are my hands clean?" - how we are involved when we buy; when we go to Sears or Macy's 20% off - do we feel guilty or not?;

Jeff

To understand how difficult it is to organize workers in this system; understand the history; how jobbers let contractors hire the people;

Video

To explain advantages & disadvantages; to understand consequences to our lives and countries; writing, speaking;

Quotes

To see how complicated the issues are; how we changed our decisions; how each person had a different decision;

Activity 9:

Objective: Participants will begin to develop curriculum for ESL classes collaboratively on themes that are broadly related to the global factory.

Procedure:

1. Participants will close their eyes and reflect for a few minutes about what they have learned and what comes to mind now when they hear the words "global factory". After a few minutes, participants will be asked to jot down the first ideas that come to mind. After a couple of minutes of individual brainstorming, the whole group will brainstorm together. Facilitator will write down on the board all ideas.

2. After a good number of ideas are on the board, facilitator will ask people to think about which of those ideas they could combine/which they could eliminate and which they would be interested in developing curriculum around.

3. Facilitator leads a process of narrowing down options until only two or three broad curriculum topics remain. Participants then divide into as many groups as there are topics (no more than three).

4. In newly formed small groups, participants will brainstorm questions related to the theme they have chosen to develop curriculum around. Groups will brainstorm as many questions as they can (there must be a recorder to write them all down) for 15 minutes. Then, groups will prioritize their questions, eliminating some, condensing and combining others, finally trying to put the questions into a logical sequence. These questions will serve as a guide (and check) for the curriculum the group will develop. The curriculum activities will aim to answer some of these questions. (See attached for sample questions.)

5. Each small group will then choose one question that they would like to collaboratively develop an activity around. Each activity will include resources/materials, procedure and evaluation. (See attached.)

6. Each small group will present its series of guiding questions as well as the activity they have developed to the other groups.

Resources: Butcher paper, markers, activity guides.

Evaluation:

The questions and activities developed are the most effective evaluation of participants learning process.

Group 1

Questions about: INTERNATIONAL WORKERS ORGANIZING (and women workers' exploitation)

1. How does organizing prevent non-union work or exploitation work?
2. How to better organize workers so they know about the "global factory".
3. What kind of organization has been done? in U.S. and the World?
4. How to improve that organization?
5. Why are young women preferred? How are their lives affected?
6. What is the responsibility of U.S. unions? to organize foreign workers?

Group 2

Questions about: THE ECONOMIC INTERRELATIONSHIP BETWEEN THE UNITED STATES AND LATIN AMERICA.

1. Why does the U.S. have such a close economic relationship with Latin America?
2. What do workers in Latin America gain or lose in this complicated relationship with the U.S.A.? The same for U.S. workers? What problems do they have in common?
3. What conditions are necessary for the U.S. and L.A. to have a good or fair economic relationship? What conditions does the U.S. impose?
4. What was the "carry a big stick" policy and how has it affected the economy?
5. Why does the U.S. want to open trade relations with Mexico and Canada and the rest of Latin America?
6. How deep does the U.S. economy affect L.A. economies?
7. What kind of products are used in commercial exchange between the U.S. and L.A.?
8. The foreign debt of L.A. - What is it? how does it affect L.A. economies?

Curriculum Questions

(second workshop)

Group 1

Topic: Women Workers in Industrial Production

1. What are the rights of women workers in the factory?
2. Do women have "easy" work and men have "hard" work?
3. How can women improve their job mobility?
4. What are the differences between immigrant women and women born in the US?
5. How are women treated in general?

Group 2

Topic: Social Responsibility of Transnational Corporations

1. Do multinational corporations comply with the same safety and health standards abroad as they do at home?
2. Do free trade zones help or harm multinationals towards assuming a socially responsible role?
3. Should there be equity with a particular company?
- 4.....

Group 3

Topic: International Workers/Union Organizing

1. What are the objectives of having an international workers organization?
2. What is the relationship between governments and unions?
3. Could there be an exchange between unions in different countries?
4. What is the best way to educate workers about the free trade zones and the global factory system?
5. Is it necessary for a special body to create rules for corporations to abide by in Free Trade Zones?

OBJECTIVE: Why does US have such a close economic relationship with Latin America.

MATERIALS/RESOURCES:

Historical Readings about question economic history of L.A. + related to USA from even time of colonization

PROCEDURES:

Give students First, talking with all students to find out what they know about this and what they know about relationship with their own country. (Time line)? Have students read selected readings. Also talked about doing graphs + charts

EVALUATION:

Students get chance to read, speak and learn history

OBJECTIVE: What kind of products are used in
Commerical exchange between US + CA.
Better understanding of
inter connection
geography

MATERIALS/RESOURCES:

Blackboard - to draw map
Real Map.
World Atlas for products.

PROCEDURES:

First, have students draw map of America ^{real}
most importantly L.A. on the board. People
from different CA countries come up to ~~board~~
to draw their countries and the whole class
looks at a real map. ^{The} Each student writes
individually what product ^{his/her} country
exchanges with the US and then shares info
with one other student or in groups and then
share with class. Class make import/export
chart of 3 or 4 principle products from each
country. Focus on countries represent

EVALUATION:

in class. Other people or extras can
represent other countries.

→ To learn vocabulary of products +
Percentages. Geography Lesson!
Everyone must speak + share info
in English.

OBJECTIVE:

MATERIALS/RESOURCES:

- video (~~class~~)

PROCEDURES:

- Ask students about their experiences in their countries (speaking/ listening)
- Teacher try to ~~start~~ ^{extend} discussion to get into garment industry.
- Teach - bring at different ^{news} letters/news articles or have "plant" unions that with garment industry (Reading)
- ^{assign to hand in} Small Groups - each get a different newsletter/news article ~~then~~ ^{in a particular country} discuss + analyze how problem was resolved. (Time limit.)
- Back together to present findings

EVALUATION:

- Test: series of multiple choice question
- group present what is their solution or problem and must write them in front of questioning class

OBJECTIVE: What is the experience of being an international workers' organization

MATERIALS/RESOURCES:

1 puppet
newspaper (domestic + international)

PROCEDURES:

- Role play or ^{or} puppets about experience
- Students research (~~the~~ ^{via} different + newspaper, magazine) on a common problem to discuss
- Translation activities (reading + translate, read + re-write into English)

EVALUATION:

Reality → Responsibility

OBJECTIVE: What is the social responsibility of multinational companies to their foreign workers and to the host country?

MATERIALS/RESOURCES: INFORMATION - magazine articles + photographs news, papers -
 (pictures of different products)
 which ones do you think are made in the U.S.
 photo dictionary of products - Countries
 & how much? - Advertisements - Manufacturers - their Product.

I. PROCEDURES: Look at picture products - ~~Pick~~ Advertisements
 Learn who makes them - & where they are made -
 * where they are bought -
 How much do they cost -

Bicycle X
 Color TV stereo
 Stereo
 VCR
 Slide projector
 Fashion - wardrobe

Make a chart

Company	Country	Product	Price
==	==	==	==

the Buyer
 Customer
 Consumer

Do products made in the U.S. cost more than product made outside the U.S.?

EVALUATION:

Benefits (Same Company)

USA	Mexico
1. Wages	1. Wages
2. Foreign	2. Housing
3. Health	3. Health
4. etc, etc.	4. etc. etc.

BEST COPY AVAILABLE

What large U.S. companies are in your home country?

Cadillac Klein in U.S.
in Mexico

1. Introduce yourself -

2. Your Native Country

3. What ~~Inter~~^{company} is in your country.

4. Do people like to work for
these foreign companies

↓
What product do They make.

OBJECTIVE: To learn about the expectations of young women in global factory

MATERIALS/RESOURCES:

story adapted from "Maquiladoras: The View from Inside"
pp 116-118

PROCEDURES:

- teacher asks question what kinds of work do women do in your country? write them.
- help categorize paid or unpaid - how paid + what kind how much to the make -
- make chart of wages to compare
- comparison with this country - conditions same work
- Pair people up to interview:
what do you do here
what did you do before
- Adapt^{rat} article on women who worked in the maquiladoras.

EVALUATION:

general evaluation of what learned
(every week)

- (1) Why are young women pregnant
How are their lives affected
- (2) What kind of organization has
been done in US + World
- (3) How to improve that organization

BEST COPY AVAILABLE

OBJECTIVE:

MATERIALS/RESOURCES:

PROCEDURES:

EVALUATION:

LIST OF RESOURCES

Resources used to develop curriculum:

*Fuentes, Annette & Ehrenreich, Barbara. Women in the Global Factory. (1984). Boston: South End Press.

*Kamel, Rachel. The Global Factory. (1990). Philadelphia: American Friends Service Committee.

*Report on the Americas, "The New Gospel: North American Free Trade", vol. 24, no. 6, May, 1991.

*"The Global Assembly Line" video by Lorraine Gray, distributed by New Day Films.

Human Resources

-ILGWU Organizer, Jeff Hermansen.

RESULTS OF ORAL EVALUATIONS

Results of oral evaluations

(Workshop 1)

Positive

1. Review of what learned and why -- useful and challenging
2. Reading-- gave important background information, liked dynamic of reading in pairs
3. Active participation is best way to learn
4. Song was good
5. Curriculum development with students was the best part of workshop
6. Student input was important
7. Enjoyed agree/disagree activity
8. Good topic -- new information -- "learned a lot"
9. Good English practice
10. Got ideas from methodologies used in workshop to use in class

Negative (Suggestions)

1. More reading and writing
2. More graphics to accompany written materials
3. Guide small group discussion more with specific questions
4. Time too short, cut off activities
5. Information was confusing at times
6. Sometimes students don't want to learn about a subject, they say they just want to learn "English".
7. Not enough review and repetition to reinforce language learning
8. More discussion would have been helpful
9. Sometimes was too teacher focussed

Results of Oral Evaluations

Workshop 2

Positive

1. Excellent choice of theme
2. Good teacher - good participants
3. Exercises were motivating
4. Good "system" (methodology), very objective
5. Good materials
6. Enjoyed communication between teachers and students
7. Good ideas for curriculum came out of workshop
8. Thought everyone was a student, didn't realize that some were "teachers" and others "students"
9. Collaboration between teachers and students helps students to work harder

Negative (Suggestions)

1. More writing (not enough time)
2. Difficult at times to cross the bridge between the different worlds of students and teachers
3. Sometimes students don't help teachers to give up power
4. Should have participants be responsible for timekeeping during small group work
5. Time too short
6. More information to students about workshop before it begins, formal invitations, Student Council should be involved
7. Evening sessions were okay, but Saturday (6 hours) was too long
8. Get more done in 3 hours than in 6
9. Want more follow up to workshop
10. More time for exercises

WRITTEN EVALUATION FORMS

Evaluation Form

After attending this workshop:

1. Do you feel that you have a better understanding of the garment industry's place in the global economy?

very much somewhat a little not much

2. Would you like to learn more about the global economy and its affect on workers here and in other countries?

very much somewhat a little not much

3. Was the content of the workshop interesting to you as a teacher in a garment workers union program?

very much somewhat a little not much

4. Do you think it's important that union members understand the global economic issues affecting the garment industry?

very much somewhat a little not much

5. Did the workshop help you to understand the educational methodology promoted by the union's ESL program?

very much somewhat a little not much

6. Do you feel that you are better able to work as a partner with your students on developing curriculum for ESL classes?

very much somewhat a little not much

7. Would you be interested in participating in a team developing curriculum for ESL classes on global economic issues (and other related issues) affecting the garment industry and garment workers?

very much somewhat a little not much

8. Do you think people learn English better when lessons are planned around a specific theme?

very much somewhat a little not much

9. How do you think teachers and students and union representatives can work together on developing content based ESL curriculum most effectively? Be specific. Give concrete examples.

10. Do you think workers should take action on the issues discussed in this workshop? If so, what kind of action do you think workers should take? Be specific. Give concrete examples.

Evaluacion

Despues de asistir a este taller:

1. Cree ud. que tiene un mejor entendimiento del papel de la industria textil en la economia global?

mucho algo un poco muy poco

2. Le gustaria aprender mas sobre la economia global y como les afecta a los trabajadores aqui y en otros paises?

mucho algo un poco muy poco

3. Le fue interesante a ud. el contenido del taller ya que estudia en un programa de ingles de una union de la industria textil?

mucho algo un poco muy poco

4. Le parece a ud. que es importante que los miembros de la union entiendan la situacion economica global y su efecto en la industria textil?

mucho algo un poco muy poco

5. Le ayudo el taller a entender mejor la metodologia de ensenanza promovida por el programa de ingles de la union?

mucho algo un poco muy poco

6. Cree ud. que puede trabajar mejor en conjunto con su profesor en desarrollar materiales para clases de ingles?

mucho algo un poco muy poco

7. Le interesaria participar en un equipo para desarrollar materiales para clases de ingles sobre la situacion economica global y otros asuntos relacionados que afectan a la industria textil?

mucho algo un poco muy poco

8. Cree ud. que la gente aprende el ingles mejor cuando las clases se dan alrededor de un tema determinado?

mucho algo un poco muy poco

9. Como cree ud. que los profesores, los estudiantes y los representantes de la union pueden trabajar juntos mas efectivamente en desarrollar materiales para las clases del ingles? Por favor, sea especifico, de ejemplos concretos.

10. Cree ud. que los trabajadores deberian de tomar accion en cuanto a los asuntos discutidos en el taller? Si piensa que si, que tipo de acciones considera ud. que deberian emprender?

Evaluation Form

After attending this workshop:

1. Do you feel that you have a better understanding of the garment industry's place in the global economy?

very much somewhat a little not much

2. Would you like to learn more about the global economy and its affect on workers here and in other countries?

very much somewhat a little not much

3. Was the content of the workshop interesting to you as a student in a garment workers union program?

very much somewhat a little not much

4. Do you think it's important that union members understand the global economic issues affecting the garment industry?

very much somewhat a little not much

5. Did the workshop help you to understand the educational methodology promoted by the union's ESL program?

very much somewhat a little not much

6. Do you feel that you are better able to work as a partner with your teacher on developing lessons for ESL classes?

very much somewhat a little not much

7. Would you be interested in participating in a team developing lessons for ESL classes on global economic issues (and other related issues) affecting the garment industry and garment workers?

very much somewhat a little not much

8. Do you think people learn English better when lessons are planned around a specific theme?

very much somewhat a little not much

9. How do you think teachers and students and union representatives can work together on developing ESL lessons based on specific themes most effectively? Be specific. Give concrete examples.

10. Do you think workers should take action on the issues discussed in this workshop? If so, what kind of action do you think workers should take? Be specific. Give concrete examples.

Evaluacion

Despues de asistir a este taller:

1. Cree ud. que tiene un mejor entendimiento del papel de la industria textil en la economia global?

mucho algo un poco muy poco

2. Le gustaria aprender mas sobre la economia global y como les afecta a los trabajadores aqui y en otros paises?

mucho algo un poco muy poco

3. Le fue interesante a ud. el contenido del taller ya que estudia en un programa de ingles de una union de la industria textil?

mucho algo un poco muy poco

4. Le parece a ud. que es importante que los miembros de la union entiendan la situacion economica global y su efecto en la industria textil?

mucho algo un poco muy poco

5. Le ayudo el taller a entender mejor la metodologia de ensenanza promovida por el programa de ingles de la union?

mucho algo un poco muy poco

6. Cree ud. que trabajó en colaboracion con los profesores en las actividades en este taller?

mucho algo un poco muy poco

7. Le interesaria participar en un equipo para desarrollar materiales para clases de ingles sobre la situacion economica global y otros asuntos relacionados que afectan a la industria textil?

mucho algo un poco muy poco

8. Cree ud. que la gente aprende el ingles mejor cuando las clases se dan alrededor de un tema determinado?

mucho algo un poco muy poco

9. a. Como cree ud. que los profesores y los estudiantes pueden trabajar juntos mas efectivamente en desarrollar materiales para clases de ingles? Por favor, sea especifico. De ejemplos concretos.

b. Como cree que los profesores, los estudiantes y los representantes de la union pueden trabajar juntos en desarrollar materiales para clases de ingles?

10. a. Considera ud. que su experiencia en este taller le ayudara a trabajar en colaboracion con los profesores y otros estudiantes en desarrollar materiales para clases de ingles?

b. Dé ejemplos concretos de cuando ud. sintio que estaba trabajando en colaboracion con los profesores y otros estudiantes durante este taller?

Evaluation

After attending this workshop:

1. Do you feel that you have a better understanding of the garment industry's place in the global economy?

very much somewhat a little not much

2. Would you like to learn more about the global economy and its affect on workers here and in other countries?

very much somewhat a little not much

3. Was the content of the workshop interesting to you as a teacher in a garment workers' union program?

very much somewhat a little not much

4. Do you think it's important that union members understand the global economic issues affecting the garment industry?

very much somewhat a little not much

5. Did the workshop help you to better understand the educational methodology promoted by the union's ESL program?

very much somewhat a little not much

6. Do you feel that you worked as a partner with the students in the activities in this workshop?

very much somewhat a little not much

7. Would you be interested in participating in a team developing curriculum for ESL classes on global economic issues (and other related issues) affecting the garment industry and garment workers?

very much somewhat a little not much

8. Do you think people learn English better when lessons are planned around a specific theme?

very much somewhat a little not much

9. a. How do you think teachers and students can work together on developing content based ESL curriculum most effectively? Be specific, give concrete examples.

b. How do you think teachers, students and union representatives can work together on developing content based ESL curriculum most effectively?

10. a. Do you think your experience in this workshop will help you to work better as a partner with your students on curriculum development?

b. If yes, in what ways do you plan to work as a partner with you students in the future?

Evaluation Form

After attending this workshop:

1. Do you think it's important that union members understand the global economic issues affecting the garment industry?

very much somewhat a little not much

2. Did the workshop help you to understand the educational methodology promoted by the union's ESL program?

very much somewhat a little not much

3. Do you feel that you are better able to work as a partner with students and teachers on developing curriculum for ESL classes?

very much somewhat a little not much

4. Would you be interested in participating in a team developing curriculum for ESL classes on global economic issues (and other related issues) affecting the garment industry and garment workers?

very much somewhat a little not much

5. Do you think people learn English better when lessons are planned around a specific theme?

very much somewhat a little not much

6. How do you think teachers and students and union representatives can work together on developing content based ESL curriculum most effectively? Be specific. Give concrete examples.

7. Do you think workers should take action on the issues discussed in this workshop? If so, what kind of action do you think workers should take? Be specific. Give concrete examples.

-U-

RESPONSES TO WRITTEN EVALUATION

RESPONSES TO QUANTITATIVE QUESTIONS ON WRITTEN EVALUATION FORM -- GROUP 1

Teachers-- 3

Students-- 4

Questions	Very Much	Somewhat	A Little	Not Much	Question	Very Much	Somewhat	A Little	Not Much
-1-	2	1			-1-	3		1	
-2-	3				-2-	4			
-3-	3				-3-	4			
-4-	3				-4-	4			
-5-	1	2			-5-	4			
-6-		3			-6-	4			
-7-	3				-7-	3*			
-8-	2	1			-8-	4			

* 1 = no response

QUALITATIVE RESPONSES TO WRITTEN EVALUATION FORM -- GROUP 1

Teachers -- 3

Question # 9

Workshops-- 3

Access to union representatives (as resources and speakers)-- 3

Written suggestions from students-- 1

Teacher shares-- 2

Question # 10

Yes 2

No 1

If yes,

Letter writing campaigns-- 1

Participate in Boycotts-- 1

More education (on situation of Third World workers)-- 2

Students--- 4

Questions # 9

Workshops-- 4

Question # 10

Yes 4

No 0

If yes,

Participate in union activities-- 2

Defend workers' rights in the workplace-- 2

Give money to Third World workers-- 1

RESPONSES TO QUANTITATIVE QUESTIONS ON WRITTEN EVALUATION FORM -- GROUP 2

Teachers-- 4

Students-- 7

Questions	Very Much	Somewhat	A Little	Not Much	Question	Very Much	Somewhat	A Little	Not Much
-1-	4				-1-	7			
-2-	4				-2-	6	1		
-3-	4				-3-	6	1		
-4-	4				-4-	7			
-5-	3*				-5-	7			
-6-	3	1			-6-	6		1	
-7-	2*	1			-7-	6	1		
-8-	4				-8-	2	4	1	

* 1 = no response

QUALITATIVE RESPONSES TO WRITTEN EVALUATION FORM -- GROUP 2

Teachers-- 4

Question # 9A

In class sessions-- 1

Student in-put on topics-- 3

Student council meetings-- 1

Question # 9B

In class-- 3

Teacher shares-- 1

Question # 10A

Yes 4 No 0

Question # 10B

Student participation in determining content-- 2

More communication with students-- 2

Workshops-- 1

Students-- 4

Question # 9A

Communication between teachers and students-- 5

Workshops-- 2

No answer-- 1

Question # 9B

In class-- 1

Workshops-- 3

Union activities-- 1

Student council-- 1

Question # 10A

Yes---- 7 No-- Q

Question # 10B

Throughout workshop-- 4

In small group work-- 3

When expressing own opinion-- 2

When talking about working conditions for workers in US and Third
world--- 1